**K-5 ELA Lesson Plan**

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| **Teacher:** | | | **Grade: 4th** | | | | **Date(s)**: Days 12-18 | |
| **Unit Title**: Write a Narrative, Unit 1, Task 3 | | | | **Corresponding Unit Task:** Students will follow the writing process to create a narrative about themselves and what is important in their lives. | | | | |
| **Essential Question(s):**   * How does literature help readers make sense of their own lives? * How do readers infer character traits based on their thoughts, actions, and dialogue? * How does using strategies help me as a reader? * Why do authors use descriptive language to develop a character? * How do we engage in collaborative discussion? | | | | | | | | |
| **Materials/Resources** | | | | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * [Attention Grabbing Leads Mini-Lesson](http://www.teacher2teacherhelp.com/writing-minilessons/attention-grabbing-leads/) * [Satisfying Endings](http://www.teacher2teacherhelp.com/writing-minilessons/satisfying-endings/) * Selected mentor texts to show examples (see links above) * Writing notebooks/folders (for editing, final copies, etc.) * Writing rubrics * [Baseline Writing Prompt](Baseline%20Writing%20Prompt%20%204th%20grade%202012.docx) * [Baseline Writing Rubric](Baseline%20Writing%20Rubric.docx) * [Pre-Assessment: Tidal Tale](Tidal%20Tale%20Pre-assessment.docx) | | | | | | Edit  Revise  Graphic organizer  Adjectives  Transition words  Coherent  Sequence  Fragment  Verbs  Organization  Run-on sentence  Setting  Rubric | | |
| **Engaging Scenario:** | | | | | | **Story Vocabulary** (Selective Tier 2+ words): | | |
| **Learning Experience(s)** | | | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Reading**  **Standards:**  **RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **RL.4.10** - By the end of the year, read and comprehend literature including stories, dramas, and poetry in the grade 4-5 text complexity band proficiently with scaffolding as needed at the high end of the range.  **I Can Statement:**  I can describe an event from a story/my life using complete sentences and adding details.  **Instructional Plan:**   * Read stories that include descriptive details about characters. * Read opening sentences from familiar books and discuss why it is a good hook. * Read ending sentences from familiar books and discuss why it is a good way to end the story. * Read on-level text with purpose, understanding, accuracy and fluency to support comprehension. | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Writing**  **Standards:**  **W.4.3** - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  **W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  **W.4.9a** - Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  **W.4.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  **I Can Statement:**  I can write a real or imaginary narrative using adjectives, smooth transitions, and proper punctuation and capitalization.  I can develop and strengthen my writing by planning, revising, and editing.  I can describe an event from a story/my life using complete sentences and adding details.  I can create writing based on long-term research and editing, as well as shorter stories that may take one or two days.  **Instructional Plan:**   * Model how you decide on your purpose and audience for writing. * Model each step of the writing process using your own piece of writing. * Write a narrative describing a subject you know very well ~ yourself.   **Mini Lessons needed:**   * **Beginning:**  1. How to plan (brainstorming using graphic organizers/thinking maps). 2. Strong beginnings: 1st paragraph – Use mentor texts and examples to teach students strong hooks for opening a story to grab their readers’ attention. [Attention Grabbing Leads](http://www.teacher2teacherhelp.com/writing-minilessons/attention-grabbing-leads/) This may be done by introducing yourself in an interesting way.  * **Middle:**   1. Middle paragraphs – tell us more about you by including details, facts and other information.  - Smooth transitions from paragraph to paragraph  - Focus on one moment in time – keep it focused – don’t write about too much…. Try to focus on one main event. - Show, don’t tell – teach students how to use adjectives and details to stretch their stories and ‘paint a picture’ in their readers’ minds so they ‘see’ it rather than listing and just telling.   * **Endings:** * Final paragraph – Wrap up by reminding us who you are * Strong endings [Satisfying Endings](http://www.teacher2teacherhelp.com/writing-minilessons/satisfying-endings/) * Duplicate and share the rubric for scoring. Discuss the criteria. * Conduct mini-lessons on grammar and punctuation that are incorporated into the teaching of the writing process. | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Word Study**  **Standards:**  **L.4.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.4.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.4.2a** - Use correct capitalization.  **L.4.2d** - Spell grade-appropriate words correctly, consulting references as needed.  **L.4.3** - Use knowledge of language and its conventions when writing, speaking, reading, or listening.  **L.4.4c** - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.  **I Can Statement:**  I can  **Instructional Plan:**   * Students will use the dictionary and thesaurus when revising and editing their writing. | | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | | **Speaking & Listening**  **Standards:**  **SL.4.1** - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.  **I Can Statement:**  I can peer edit and conference with my teacher to improve my writing.  **Instructional Plan:**   * Students will use the habits of good speakers and listeners as they peer-edit. * Teacher & student will conference on individual writing with teacher offering feedback and suggestions for improvement. | | | | | | |
| **Closing/Summarizing Strategy** | | * Students will read aloud their completed stories to another classmate. * Do an author’s chair where students share their completed narratives. | | | | | | |
| **Differentiation Strategies** | | | | | | | | |
| **Extension** | | | **Intervention** | | | | **Language Development** | |
| **-** Come up with their own creative hook to grab their readers (start with a sound effect, speaking, etc. – avoid using “one day…”)  - Write your own version of a story you’ve already read to improve it.  - Choose a favorite narrative, and explain what makes it a good narrative…. What words are used to emphasize tone, mood, and author’s voice.  **-** Create their own graphic organizer. | | | - Teaching synonyms through real-world situations and context clues \*shades of the same word.  - Teacher conferencing as additional assistance.  - Break the writing into smaller chunks…let them focus on it piece by piece rather than all at once.  - Use previously created resources such as their word clouds to aid in creating sentences.  - Break the editing into parts as well – focus on one (convention) editing feature such as just capitalization or just punctuation.  - Provide students with a graphic organizer to plan their narratives. | | | | - Teaching synonyms through real-world situations and context clues \*shades of the same word.  - Work with adjectives and adverbs, as well as sentence structure, subject verb agreement, and tenses.  - Use previously created resources such as their word clouds to aid in creating sentences.  - Students can use their own personal dictionaries, thesaurus’, and other resources.  - Teacher works one on one as needed.  - Break the editing into parts as well – focus on one (convention) editing feature such as just capitalization or just punctuation. | |
| **Assessment(s) & Reflection** | | | | | | | | |
| **Assessment(s):**   * Give students the rubric so they will be accountable for their writing and know what to write. * Teacher assessment: let students know you will be looking for specifics for this writing sample: a plan (graphic organizer), a strong beginning, transition words, details/adjectives, a strong ending, and editing. | | | | | | | | |
| **Teacher Reflection:** | | | | | | | | |
| **Teacher Notes:**   * These mini lessons will vary and depend on the teacher and student need. | | | | | | | | |
| **Day 1:**  **Baseline**  **APK:** What is a graphic organizer and which ones have you used in the past. Give example and have class share how to organize it and why.  **Teacher directed**: Teach students how to brainstorm and use graphic organizers to effectively plan their narratives.  **Guided practice:** Students will work in pairs to match types of organizers to what they are used for. Work with the groups and then share together. Use this as an anchor chart for future reference.  **Independent:** Students will begin to brainstorm ideas for their writing and choose the appropriate organizer. | **Day 2:**  **Pre-assessment**  **APK:** Go over pre-assessment directions.  **Teacher directed:** Model how to write strong beginnings.  **Guided practice:** Have students choose their favorite beginnings and choose the one that they like best. Share with the class which beginning you are going to use.  **Independent:**  Students will choose their favorite beginnings for their stories and may begin their first paragraph. | | **Day 3:**  **APK:** The teacher writes two lists of words vertically on the board. List One contains the Character pillars: *caring, respect, responsibility, fairness, trustworthiness*, and *citizenship*. List Two contains words such as: *loving, honesty, dependable, justice, understanding* and *good neighbor*.  Students match words in List One to their synonyms in List Two. The teacher calls attention to the six Character pillars: “Your character is who you are when no one is looking.” The teacher leads the class in a discussion of how they might act differently with a friend than when alone. **Teacher directed:** Teach students how to add details, adjectives, and smooth transitions for their middle paragraphs. **Guided Practice:** Have students use the APK activity to refer to as they begin working on the middle of their story. **Independent:** Students will be writing their stories. | | **Day 4:**  **APK:** Go over strategies that good writers use.  **Teacher directed:** N/a **Guided Practice:** Continue working with students on middle paragraphs (transitions, adjectives, details, etc.) **Independent:**  Students continue working on their writing, keeping mind to use adjectives, strong details, and transition words. | | **Day 5:**  **APK:** Give students a short story without a proper ending, or a weak ending, and ask students how it can be improved. Discuss why it’s important to end stories with a strong ending vs. just saying “The End.”  **Teacher directed:** The teacher will teach students how to wrap up their stories using strong endings and model examples using mentor texts. **Guided Practice:** Assisting students with editing and making sure they are using adjectives, etc. **Independent:** Students continue writing stories and practice writing their strong endings.  Work with students on wrapping up stories using strong endings and begin working with students in small groups or individually to teach how to self and peer edit. | **Day 6:**  **APK:** Daily Oral Language… give them improperly written sentences and have them come up and edit it. Discuss how they knew what to edit and how it helps improve writing. **Teacher directed:** Model how to edit and which editing marks we will use to focus our writing on. **Guided Practice:** Allow students to self and peer edit and work on stories. Share with classmates completed stories. **Independent:** Students will wrap up stories and peer edit with one another. |

*Note: This template does not reflect the lesson plans for Guided Reading.*